Proserpine State High School

School annual report

Queensland state school reporting

2020

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland Government

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School context

Coeducational or single sex	Coeducational
Independent Public School	No
Year levels offered in 2020	Year 7 – Year 12
Webpages	Additional information about Queensland state schools is located on the: • *My School* website • Queensland Government data website • Queensland Government schools directory website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Year 7	193	202	238	197	198	237
Year 8	213	193	206	211	189	202
Year 9	190	208	189	206	219	189
Year 10	188	205	222	181	201	219
Year 11	130	162	189	119	145	172
Year 12	152	110	132	148	103	124
Total	1,066	1,080	1,176	1,062	1,055	1,143

Notes
1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

Table 2: Average class size information for each phase of schooling

Year Levels	2018	2019	2020
Year 7 – Year 10	23	23	25
Year 11 – Year 12	16	16	17

Notes
1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the *School Opinion Survey* webpage.

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree[1] that:	2018	2019	2020
My child is getting a good education at this school.	93.5%	96.7%	
This is a good school.	93.5%	98.3%	
My child likes being at this school.[2]	93.6%	93.4%	
My child feels safe at this school.[2]	95.7%	98.4%	
My child's learning needs are being met at this school.[2]	91.5%	93.4%	
My child is making good progress at this school.[2]	93.6%	95.1%	
Teachers at this school expect my child to do his or her best.[2]	93.6%	100.0%	
Teachers at this school provide my child with useful feedback about his or her school work.[2]	88.9%	86.4%	
Teachers at this school motivate my child to learn.[2]	89.1%	91.5%	
Teachers at this school treat students fairly.[2]	85.1%	89.8%	
I can talk to my child's teachers about my concerns.[2]	93.6%	96.7%	
This school works with me to support my child's learning.[2]	89.1%	96.6%	
This school takes parents' opinions seriously.[2]	86.4%	94.9%	
Student behaviour is well managed at this school.[2]	85.1%	85.0%	
This school looks for ways to improve.[2]	93.3%	96.7%	
This school is well maintained.[2]	95.7%	96.7%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree[1] that:	2018	2019	2020
I am getting a good education at my school.	97.5%	98.3%	
I like being at my school.[2]	94.1%	88.8%	
I feel safe at my school.[2]	95.8%	94.8%	
My teachers motivate me to learn.[2]	90.0%	88.7%	
My teachers expect me to do my best.[2]	98.3%	98.2%	
My teachers provide me with useful feedback about my school work.[2]	86.4%	88.0%	
Teachers at my school treat students fairly.[2]	74.2%	80.7%	
I can talk to my teachers about my concerns.[2]	72.9%	81.0%	
My school takes students' opinions seriously.[2]	81.5%	82.1%	
Student behaviour is well managed at my school.[2]	78.0%	77.6%	
My school looks for ways to improve.[2]	99.2%	95.7%	
My school is well maintained.[2]	94.2%	92.2%	
My school gives me opportunities to do interesting things.[2]	92.4%	92.2%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree[1] that:	2018	2019	2020
I enjoy working at this school.	97.6%	92.7%	
I feel this school is a safe place in which to work.	100.0%	96.3%	
I receive useful feedback about my work at this school.	91.5%	90.1%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	85.0%	87.7%	
Students are treated fairly at this school.	96.3%	91.3%	
Student behaviour is well managed at this school.	89.0%	80.5%	
Staff are well supported at this school.	90.2%	86.6%	
This school takes staff opinions seriously.	91.4%	81.5%	
This school looks for ways to improve.	98.8%	95.0%	
This school is well maintained.	98.8%	96.3%	
This school gives me opportunities to do interesting things.	92.7%	86.1%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	269	264	240
Long Suspension	14	14	14
Exclusion	7	9	1
Cancellation	7	9	2
Total	297	296	257

Notes
1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

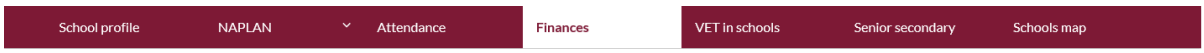
School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *My School* website.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

3. Click on *View School Profile* to access the school's profile.

4. Click on *Finances* and select the appropriate year to view school financial information.



Staff profile

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- https://www.qct.edu.au/registration/qualifications

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	92	91	99	47	47	44	7	6	6
FTE	89	88	92	32	34	33	6	5	5

Notes
1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	89%	88%	89%

Notes
1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Year 7	91%	91%	90%
Year 8	91%	87%	89%
Year 9	88%	88%	87%
Year 10	85%	85%	87%
Year 11	89%	87%	90%
Year 12	90%	91%	91%

Notes
1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

3. Click on *View School Profile* of the appropriate school to access the school's profile.

4. Click on *NAPLAN* and select a year to view school NAPLAN information.

Notes
1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) Year 12 Certification Summary.

Year 12 outcomes information are also available via the *My School* website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

Table 10: Year 12 Outcomes

Outcome	2018	2019	2020
Number of students who received a Senior Statement at the end of Year 12	145	99	121
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	0	0	1
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	97%	100%	95%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	100%	98%
Number of students awarded one or more VET qualifications (including SAT)	96	74	99
Number of students who were completing/continuing a SAT	24	7	10
Number of students awarded a VET Certificate I	36	49	40
Number of students awarded a VET Certificate II	68	52	88
Number of students awarded a VET Certificate II+	78	53	91
Number of students awarded a VET Certificate III+	23	5	28

Notes
1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations

The results of the 2021 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at https://proserpineshs.eq.edu.au.

Post-school destinations information is also available via the *My School* website.